



LACON  
CHILDE  
SCHOOL

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**YEAR 9  
CHOICES  
DREAMS  
AND  
ASPIRATIONS**



# Year 9 Options 2019

“It is our choices, not our abilities that make all the difference”

To: Parent/Carer/Pupil

November 2019

The aim of this booklet is to help give you information about the Key Stage 4 courses which are on offer at Lacon Childe School. Shortly, we will be asking pupils to select a preferred combination of courses for their Key Stage 4 studies.

GCSEs are graded 9 to 1, with 9 being the top grade and a good pass equates to a grade 5 or above.

### **Progress 8**

The Progress 8 measure is a new secondary school accountability system. It aims to encourage schools to teach a broad curriculum and reward schools that teach all pupils well. It will measure pupils' progress across 8 subjects from age 11 to 16. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

### **English Baccalaureate**

The Government introduced the English Baccalaureate (EBacc) in 2010 as a school performance measure. It allows people to see how many pupils get a good pass or above in the core academic subjects. If your child will be considering studying at University in the future, then they are strongly advised to meet the EBacc requirements, by studying one from the list below along side the compulsory subject of English and Mathematics:

- History or Geography
- Sciences including Computer Science
- Modern Foreign Language

The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at Key Stage 4. All pupils will study English, Mathematics, Science and Core PE. Pupils can then choose four subjects at Lacon Childe School. This needs careful consideration so every child has a broad and well-balanced range of courses. As parents/carers and teachers it is our job to ensure that final decisions are based on sound facts and correct information, and give a broad foundation on which to proceed to post-16 education, whether at college or with an employer. Please read this booklet carefully with your child to help with that process.

The Year 9 Parents' Evening on Thursday 6<sup>th</sup> February 2020 4.30 pm - 7 pm will be another chance for you to speak directly with subject teachers about the progress your child is making and their potential suitability for the subject as an option choice. Once we have received the Option Preferences from all Year 9 pupils, they will be analysed to get the best fit of pupils to courses available. We cannot guarantee that we will satisfy all option preferences but we will endeavour to do the best we can.

We have included a brief outline of all the courses we are offering in September 2019. The information indicates the structure and content of each course. This booklet should form only part of the information that pupils base their decisions on. There are a variety of other sources of information available including: teachers, other students, Careers Officers and you, their parents/carers. However, our role as adults is to help each child to make the right decision, but not to make it for them. We need to encourage students to look at alternatives and possibilities. There are inevitably some restrictions. Whilst we would like to be able to give everyone their first choices, we do have to consider overall group sizes and the availability of staff and resources. In essence, if only a small number of pupils opt for a subject, it is unlikely to be available. Similarly, there is also a maximum number for some options, both of which may inevitably mean pupils looking at alternative options and is why we ask for a reserve choice being made.

## DECISIONS! DECISIONS!

Sometimes you just can't avoid having to make important decisions, even though most of us would put them off if we could! You have reached a stage in Year 9 where you have to make some difficult decisions which could affect your future career prospects and your college/university options. You have to decide on a combination of courses to follow through Key Stage 4 which will lead to the qualifications that you want when you finish Year 11.

Up until now the courses that you have studied have all been compulsory. This has given you experience of a wide range of subjects and ways of learning. However in Years 10 and 11, you are able to drop some of these subjects, allowing you to concentrate on areas which you need or those which interest you more. This booklet has been written to help you to come to the right decisions. Read it carefully, and be prepared to ask for more information on the things that interest you or those you do not fully understand.



**Don't worry!**

We do not expect you to figure this all out on your own.

The key to making any decision is to find out all the facts and weigh them up carefully before you decide.

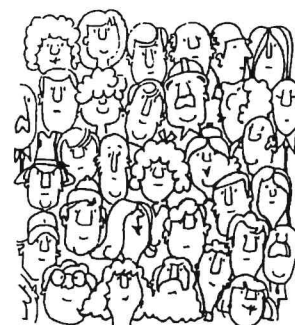
## WHO CAN HELP?

### Your tutor

They will have been monitoring your progress throughout Year 9 and will have a pretty good idea of your strengths and weaknesses. They can help to make sure that your final combination of subjects is balanced and that you are not overloading (or under-loading) yourself.

### Mr Martin - Year 9 Leader

Can help you to find the information that you need to base your decision on (or at the very least, point you in the right direction)! Mr Martin has followed you from Year 8 into Year 9 and is aware of your progress in individual subjects.



**Subject Teachers and Heads of Department** can give you specific advice about the nature of the Key Stage 4 courses that they run. They can also advise you on the suitability of certain courses for you and your future plans.

Wait...there are more!

**Mr Stiles**, Head of Learning Support, will be a useful source of help and advice.

**Mr Stinson and Mr Dickerson (Wye Careers)** have up-to-date information on further education opportunities and requirements, and can provide details of apprenticeships and career development. They can also help you to make sure that the subjects you choose will open the right doors.

That's the school staff...but there are many other people around you who can help too.



**Your Parents and Carers** will, of course, want to be involved in the decisions that you make. They know your likes, dislikes, strengths and weaknesses. Discuss your decisions with them and any other concerns that you may have.

They will have a chance to find out more information at the Options Evening. Finally, there are other people who can help. Brothers, sisters, friends or older students may be able to give you some useful advice, especially those in Years 10 and 11 (they've not long been through this very same process).

## Remember!

To make an informed decision you need to get all the facts. Lots of people can offer help but, at the end of the day, the decision must be yours. We are all different and what worked for someone else will not necessarily work for you.

## HOW DO YOU CHOOSE?

Everyone has their favourites and you need to choose some of the subjects that you really enjoy or that you are especially good at. There will be some subjects that you will need to study if you want to follow certain careers or further education courses. If you are lucky, these will also be your best ones.

Some students find that they have to decide between a subject they like and one that they need. In cases like these, it is probably the one that they need that has to take priority.

But how do you know that you really need that subject? Again, it all boils down to getting the facts!



## SOME POINTS TO CONSIDER

- Be careful not to base your decisions on which member of staff has been teaching you the subject so far. Timetabling changes every year and there is no certainty on which subject specialist will be teaching you in Years 10 and 11.
- It can be a mistake to choose a subject just because your friends are. You may well end up in a different group and, as you're no doubt aware by now, friendships can change as you grow older.
- Don't rush into a decision about future careers. Most people change their job several times throughout their lifetime. You can keep your options open by maintaining a broad range of subjects using a broader range of skills.
- There are no such things as "girl's subjects" or "boy's subjects".
- Talk things through with your subject teachers as they know your abilities. No one can predict how well you will do in Years 10 and 11 but, if your teacher tells you that you will find their subject a challenge, they no doubt have a good reason for saying so.
- Some subjects still have some controlled assessment element. It is vital that you are aware of the **controlled assessment commitment** of all your subjects put together (details can be found in this booklet).



# The KS4 Curriculum



In Year 10 and Year 11, in line with the National Curriculum, all students will study a compulsory 'core' curriculum consisting of:

## **Core Subjects**

English Language - GCSE  
English Literature - GCSE  
Mathematics - GCSE  
Science (combined) - GCSE  
PSHE - including Religious Education  
Core P.E

## **Optional Subjects**

In addition to this core curriculum, students have an opportunity to study a further four optional subjects. It is very important that students think carefully about what it is they want to do in the future before making any choices. The courses and subjects available at Lacon Childe are:

Option 1: choose 1 subject from the following:

Computer Science - GCSE  
French - GCSE  
Geography - GCSE  
History - GCSE  
Triple Science – GCSE

Please remember, if your child is considering studying at University in the future, then they are strongly advised to meet the EBacc requirements, by studying a language and a humanity subject.

Option 2: choose 3 subjects from the following: (only one from Food/Textiles/RM and you cannot do both BTEC Sport and GCSE PE)

Art & Design – GCSE  
Child Development – Level 1 and 2  
Computer Science – GCSE  
Design Technology (Resistant Materials) - GCSE  
Design Technology (Textiles) - GCSE  
Drama - GCSE  
Food Preparation and Nutrition - GCSE  
French - GCSE  
Geography - GCSE  
History - GCSE  
ICT - Level 2  
Music - GCSE  
Philosophy and Ethics (Religious Studies) - GCSE  
Physical Education - GCSE  
Sport - BTEC  
Triple Science - GCSE

Last year almost all students were given their first choices in option subjects but we reserve the right to alter the courses available if group numbers are too low or too high to make the option viable.

We therefore insist that students make a serious reserve option choice which might be used if one of the first choice options cannot be accommodated. Forms will be returned if a reserve subject is not included.



Shropshire  
Gateway  
Educational Trust

## SUBJECT CONTACTS

<b>SUBJECTS</b>	<b>NAME</b>	<b>EMAIL</b>
<b>ENGLISH</b>	<b>Mrs L Britton</b>	<b><a href="mailto:louise.britton@laconchilleschool.co.uk">louise.britton@laconchilleschool.co.uk</a></b>
<b>MATHEMATICS</b>	<b>Miss A Cole</b>	<b><a href="mailto:angela.cole@laconchilleschool.co.uk">angela.cole@laconchilleschool.co.uk</a></b>
<b>SCIENCE/ TRIPLE SCIENCE</b>	<b>Mrs L Broom</b>	<b><a href="mailto:lynette.broom@laconchilleschool.co.uk">lynette.broom@laconchilleschool.co.uk</a></b>
<b>ART</b>	<b>Mrs C Wilson</b>	<b><a href="mailto:chloe.wilson@laconchilleschool.co.uk">chloe.wilson@laconchilleschool.co.uk</a></b>
<b>CHILD DEVELOPMENT</b>	<b>Mrs K Guise</b>	<b><a href="mailto:kara.guise@laconchilleschool.co.uk">kara.guise@laconchilleschool.co.uk</a></b>
<b>COMPUTER SCIENCE/ICT</b>	<b>Mr N Turner</b>	<b><a href="mailto:nathan.turner@laconchilleschool.co.uk">nathan.turner@laconchilleschool.co.uk</a></b>
<b>DESIGN TECHNOLOGY (Resistant Materials)</b>	<b>Miss L Kettle</b>	<b><a href="mailto:lauren.kettle@laconchilleschool.co.uk">lauren.kettle@laconchilleschool.co.uk</a></b>
<b>DESIGN TECHNOLOGY (Textiles)</b>	<b>Mrs R Bird</b>	<b><a href="mailto:rhiannon.bird@laconchilleschool.co.uk">rhiannon.bird@laconchilleschool.co.uk</a></b>
<b>DRAMA</b>	<b>Mr A Short</b>	<b><a href="mailto:arthur.short@laconchilleschool.co.uk">arthur.short@laconchilleschool.co.uk</a></b>
<b>FOOD PREPARATION &amp; NUTRITION</b>	<b>Mrs C Riley</b>	<b><a href="mailto:cella.riley@laconchilleschool.co.uk">cella.riley@laconchilleschool.co.uk</a></b>
<b>GEOGRAPHY</b>	<b>Mrs J Stacey</b>	<b><a href="mailto:jennie.stacey@laconchilleschool.co.uk">jennie.stacey@laconchilleschool.co.uk</a></b>
<b>HISTORY</b>	<b>Mr N Roff</b>	<b><a href="mailto:nick.roff@laconchilleschool.co.uk">nick.roff@laconchilleschool.co.uk</a></b>
<b>MODERN FOREIGN LANGUAGES</b>	<b>Ms K Vernon</b>	<b><a href="mailto:karen.vernon@laconchilleschool.co.uk">karen.vernon@laconchilleschool.co.uk</a></b>
<b>MUSIC</b>	<b>Mr B Craig</b>	<b><a href="mailto:ben.craig@laconchilleschool.co.uk">ben.craig@laconchilleschool.co.uk</a></b>
<b>PHILOSOPHY &amp; ETHICS (Religious Studies)</b>	<b>Mrs C Harrison</b>	<b><a href="mailto:camilla.harrison@laconchilleschool.co.uk">camilla.harrison@laconchilleschool.co.uk</a></b>
<b>PHYSICAL EDUCATION &amp; SPORT</b>	<b>Mr J Alton</b>	<b><a href="mailto:john.alton@laconchilleschool.co.uk">john.alton@laconchilleschool.co.uk</a></b>



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English Language

English Literature

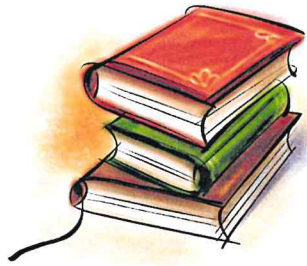
Mathematics

Science

PSHE

Core PE (2 hours per week)

# ENGLISH LANGUAGE



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## What will your child be studying?

Students will receive four lessons in total each week for the dual entry of English Language and English Literature. They will focus on the following areas for the English Language examination.

### Paper 1: Explorations in creative reading and writing

What's assessed

Section A: Reading: One literature fiction text

Section B: Writing: Descriptive or narrative writing

How it's assessed:

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)-one single text

- 1 short form question (1x4 marks)
- 2 longer form questions (2x8 marks)
- 1 extended question (1x20 marks)

Writing (40 marks) (25%) 1 extended writing question (24 marks for content; 16 marks for technical accuracy)

### Paper 2: Writers' viewpoints and perspectives

How it's assessed

Section A: Reading

- Two thematically linked non-fiction texts

Section B: Writing

- writing to present a viewpoint

How it's assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)-two linked texts

- 1 short form question (1x4 marks)
- 2 longer form questions (1x8, 1x12 marks)
- 1 extended question (1x16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

## **Non-examination assessment: Spoken Language**

### **What's assessed**

(AO7-AO9)

- presenting
- responding to questions and feedback
- use of Standard English

### **Assessed**

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

### **How can you help your child?**

- Encourage your child to read a wide range of fiction and non-fiction texts to support their English skills.
- Ask your child to discuss the main features of any texts that they come in contact with. Raise their awareness on how different written texts are structured.
- Support your child with organizing home study time effectively, particularly with practice exam work.

### **Supportive websites and resources**

- Snap revision and CGP guides
  - [www.bbc.co.uk/schools/gcsebitesize/english/](http://www.bbc.co.uk/schools/gcsebitesize/english/)
  - <http://www.aqa.org.uk>
  - You tube tutorials on approaching individual questions
- 2 examinations, carrying a total of 100% at the end of Year 11.

# English Literature



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## What will your child be studying?

Students will receive four lessons in total each week for the dual entry of English Language and English Literature. They will study the following topics for the English Literature examination:

### **Paper 1: Shakespeare and the 19<sup>th</sup>-century novel**

#### **What's assessed**

Shakespeare

The 19<sup>th</sup>-century novel

#### **How it's assessed**

1 hour 45 minute written exam

64 marks

40% of GCSE

#### **Questions:**

Section A Shakespeare: students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19<sup>th</sup>-century novel: students will answer one question on either Jekyll and Hyde or A Christmas Carol. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### **Paper 2: Modern texts and poetry**

#### **What's assessed**

Modern texts

Poetry

Unseen poetry

#### **How it's assessed**

2 hour 15 minute written exam

96 marks

60% of GCSE

#### **Questions**

Section A Modern texts: students will answer one essay question from a choice of two on either the play An Inspector Calls or Blood Brothers.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster 'power and conflict.'

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this

## How can you help your child?

Encourage your child to read a wide range of fiction and poetry to support their English skills.

Check regularly that your child is up to date with their homework.

Ask your child to discuss the main themes, characters and language devices in their set texts.

Support your child with organizing home study time effectively, particularly with timed exam practice.

Watch the film of the novel which they are studying.

Use study guides as added structure to help with revision.

## Supportive websites and resources

Letts study guides or York notes on the relevant novel, CGP guides.

[www.bbc.co.uk/schools/gcsebitesize/englishliterature/poetry\\_genius](http://www.bbc.co.uk/schools/gcsebitesize/englishliterature/poetry_genius)

<http://www.aqa.org.uk> (additionally, there are many you tube tutorials relating to the texts)

## Assessment details

2 examinations, carrying a total of 100% at the end of Year 11.



# GCSE Mathematics

Qualification: Pearson Edexcel Level 1/Level 2

GCSE (9 - 1) in Mathematics (1MA1)



## What will your child study?

Pupils will receive 8 hours of maths lessons per two-week period.

The general topics to be covered are:

Number	Algebra
Geometry	Measures
Statistics	Probability

## How can you help your child?

- Provide necessary equipment: ruler, compass, protractor, scientific calculator.
- Encourage your child to discuss maths work with you and check they are up to date with homework and revision as relevant.
- Encourage your child to use maths help sessions at school if they are having difficulty with a particular topic: these will be on Tuesday and Thursday lunchtimes.

## Useful websites

- ampsmaths at <https://www.youtube.com/channel/UCYtV7yDdN2Vaek3KkD-mhKQ>
- Corbettmaths at <https://corbettmaths.com/>
- Mr Barton maths at <http://www.mrbartonmaths.com/>
- Mr Carter maths at <http://www.mrcartermaths.com/>
- MyMaths at [www.mymaths.co.uk](http://www.mymaths.co.uk)
- BBC Bitesize at <http://www.bbc.co.uk/education/subjects/z38pycw>
- GCSE specification at <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

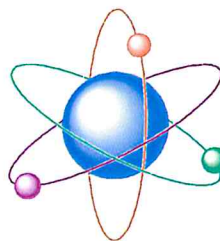
## Assessment details

- 3 written papers: 1 non calculator paper and 2 papers with calculator allowed, each with a duration of 1 hour and 30 minutes
- Assessment Grades: Levels 9 – 1
- Tiered entry: Foundation Tier (grades 1 – 5) and Higher Tier (grades 4 – 9)
- Pupils follow a linear programme with all examinations at the end of the course

**Subject: Science (Non-Option Route)**

## **Edexcel GCSE Combined Sciences**

**Exam Board: Edexcel (2016 Science)**



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**Grade range: 9-1**

**Assessment: Six terminal examinations sat in May/June of Year 11, Biology papers 1 and 2, Chemistry papers 3 and 4, Physics papers 5 and 6. The examinations are marked out of 60 and are 70 minutes long. Each examination will be worth up to 16.67% of the overall grades achieved.**

**Edexcel GCSE Combined Science is a double award course, so will result in two GCSE grades, which could be the same e.g. 7-7 or mark the midpoint in their performance e.g. 7-6 being half way between 7-7 and 6-6.**

**Practical skills are tested through questioning within the terminal examinations.**

### **Course Details:**

#### **Year 10:**

Each of the subject areas have been divided up into topic areas, half of which will be covered in Years 9 and 10 and will be assessed in the first subject paper sat in Year 11. The topics we will cover by the end of Year 10 are:

#### **Biology:**

- Topic 1: Overarching concepts in Biology
- Topic 2: Cells and control
- Topic 3: Genetics
- Topic 4: Natural selection and genetic modification
- Topic 5: Health, disease and the development of medicine

#### **Chemistry:**

- Topic 0: Formulae, equations and hazards
- Topic 1: Overarching concepts in chemistry
- Topic 2: States of matter
- Topic 3: Methods of separating and purifying substances
- Topic 4: Acids
- Topic 5: Obtaining and using metals
- Topic 6: Electrolytic processes
- Topic 7: Reversible reactions and equilibria

#### **Physics:**

- Topic 1: Overarching concepts in physics
- Topic 2: Waves
- Topic 3: Light and the electromagnetic spectrum
- Topic 4: Particle model – 1
- Topic 5: Radioactivity



## **Year 11:**

The topics we will cover in Year 11 and assessed in the second subject paper sat in Year 11 are:

### **Biology:**

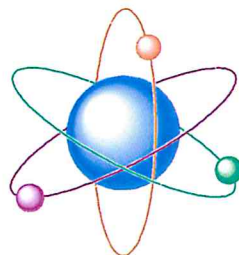
- Topic 1: Overarching concepts in Biology
- Topic 6: Plant structures and their functions
- Topic 7: Animal coordination, control and homeostasis
- Topic 8: Exchange and transport in animals
- Topic 9: Ecosystems and material cycles

### **Chemistry:**

- Topic 0: Formulae, equations and hazards
- Topic 1: Overarching concepts in chemistry
- Topic 12: Groups 1, 7 and 0
- Topic 13: Rates of reaction
- Topic 14: Fuels
- Topic 15: Heat energy changes in chemical reactions
- Topic 16: Earth and atmospheric science

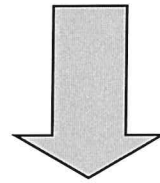
### **Physics:**

- Topic 1: Overarching concepts in physics
- Topic 7: Energy – forces doing work
- Topic 8: Forces and their effects
- Topic 9: Electricity and circuits
- Topic 11: Magnetism and the motor effect
- Topic 12: Electromagnetic induction
- Topic 13: Particle model – 2
- Topic 14: Forces and matter



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**Choose 1 subject**



**Computer Science- GCSE**

**French - GCSE**

**Geography - GCSE**

**History - GCSE**

**Triple Science - GCSE**



# GCSE Computer Science

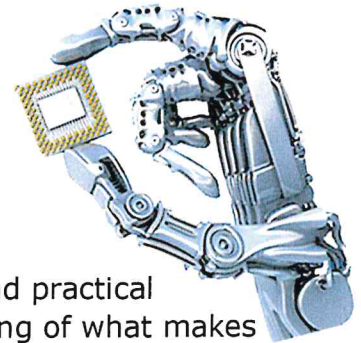
CURRICULUM LEADER

MR N TURNER



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## Course details - OCR GCSE (9-1)

Computer Science helps you get to grips with the real world and practical programming techniques that will give you a good understanding of what makes technology work. So if you enjoyed the introduction to programming in the lower years, this course will significantly build on those Computer Science skills. It will develop practical skills in creating solutions to problems and promote confidence and independent thinking. A range of different languages will be used, the main one being Python, but with an introduction to other languages also.

The course is designed to teach you concepts and develop techniques that will provide long term value and support your progression into higher education and beyond, as well as giving a hugely engaging and stimulating experience of Computer Science. You will be taught how to problem solve computer coding issues and write your own programs based around given situations. You will be able to evaluate the effectiveness of computer programs which were developed to solve a problem.

## Assessment

Exam 1 (50%) you will learn and answer questions about: Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, Protocols and layers, System security and System software, Ethical, Legal, cultural and environmental concerns.

Exam 2 (50%) you will write a Program in your exam. You will learn about: Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages and Data representation.

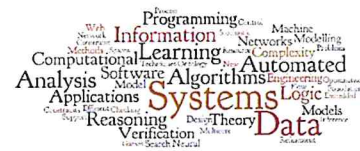
Controlled Assessment (20 hour course requirement) Write a Program using a high level language (exam)

Students opting for GCSE Computer Science should:

- Be able to meet demanding coursework deadlines
- Have a willingness to learn independently
- Have a good level of mathematical ability

If pupils have been interested and inspired by the programming activities in Years 7 to 9, they will find this course a creative and interesting experience.

For further information, contact Mr Turner.



# FRENCH GCSE

Exam Board: EDEXCEL

Grade range: 9 - 1



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## WHAT WILL YOUR CHILD BE STUDYING?

Students will be building on the skills and knowledge gained during their KS3 French Studies. The focus is on inspiring a love for language and different cultures, by developing grammatical knowledge, language learning skills and an ability to use transactional language.

**Course Details:** During their two years of study, the students will study a range of relevant contemporary and cultural themes. Each theme is broken down into topics and sub-topics.

**All topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken.**

**Theme:** Identity and Culture

**Theme:** Local area, holiday, travel

**Theme:** School

**Theme:** Future aspirations, study and work

**Theme:** International and global dimension

**Topics:** Who am I?, Daily Life, Cultural Life

**Topics:** Holidays, Travel and Tourist Transactions, Town, Region and Country

**Topics:** What school is like, School Activities

**Topics:** Using Languages beyond the classroom, Ambitions, Work

**Topics:** Bring the World Together, Environmental Issues

## HOW CAN YOU HELP YOUR CHILD?

- Encourage them to complete their homework on time and ask for further support if needed.
- Encourage them to use their notes to support their work and learn vocabulary regularly.
- Use [www.google.fr](http://www.google.fr) for pleasure to search for relevant, current issues that interest them.



## SUPPORTIVE WEBSITES AND RESOURCES

- Here are some useful websites to support learning for GCSE French
- [www.edexcel.com](http://www.edexcel.com)                      [www.memrise.com](http://www.memrise.com)                      [www.verbix.com](http://www.verbix.com)
- [www.language-gym.com](http://www.language-gym.com)                      <http://www.ashcombe.surrey.sch.uk>
- <http://www.bbc.co.uk/schools/gcsebitesize/french>                      [www.kahoot.it](http://www.kahoot.it)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)                      [www.google.fr](http://www.google.fr)                      [www.wordreference.com](http://www.wordreference.com)
- <http://french.about.com/od/vocabulary/a/audiodictionary.htm>

### Assessment:

**Students will be examined in 4 skills, which each carry equal weighting (25%). The exams will all take place at the end of the course in Year 11.**

**The skills are as follows:**

**Listening** – In the Foundation paper, Section A is set in English thus the instructions are in English and Section B is set in French. In the Higher paper, Section A is set in French thus the instructions are in French and Section B is set in English.

**Speaking** – both Foundation and Higher papers consist of 3 tasks. Task 1 is a role play, task 2 has questions based on a picture stimulus and task 3 is a conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by the exam board.

**Reading** - Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students must answer all questions in each of the three sections:

Section A is set in English. The instructions to students in English.

Section B is set in French. The instructions to students in French.

Section C includes a translation passage from French into English with instructions in English.

**Writing** - Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French.

The instructions to students are in French. Word counts are specified for each question.

Students must answer all questions.

*Foundation tier* – three extended response questions and one translation into French.

*Higher tier* – two extended response questions and one translation into French.



	Grading Structure 2017+	% Required to achieve grades
	9	
	8	80%+
	7	70%+
	6	60%+
'Good' Pass – Top of C and above (5+)	5	55%+
	4	45%+
	3	35%+
	2	25%+
	1	15%+
	U	<15%

## GEOGRAPHY GCSE - Components

### Paper 1 Physical Geography

1 hour 30 minutes 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology [SPGST]), 35% of GCSE

### Paper 2 Human Geography

1 hour 30 minutes 88 marks (including 3 marks for SPGST)

35% of GCSE.

### Paper 3 - Skills and Analysis

1 hour 15 minutes 76 marks (including 6 marks for SPGST)  
30% of GCSE of which;

8% Geography of the UK

11% of paper based on controlled assessment work.

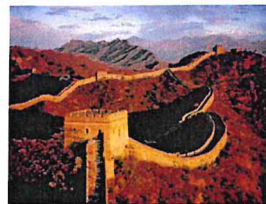
11% based on a decision making exercise. Pre-release resources made available from 20 March in the year of the exam.

The new Geography Course is divided into three sections. This is an academic course which will require pupils to learn key theoretical ideas and be able to apply them to real situations.

Exam Board: AQA

The course is divided into three broad areas:

1. The Challenge of Natural Environments Included in this topic area are the themes of: Plate tectonics; Tropical Storms; Extreme weather in the UK; Climate Change; Coastal, River or Glacial Landscapes; Ecosystems including hot and cold environments.
2. The Challenge of Human Environments Included in this topic area are the themes of: Urban issues and challenges; The changing economic world The challenge of resource management and Geographical skills
3. Skills and Analysis This section will be based on fieldwork investigations which will take place formally. Two investigations will take place in school time and other smaller pieces of work will be set as homework. Although the fieldwork will no longer gain marks, it is a requirement that the process is learnt and can be applied when answering paper 3. It will be essential that this work is completed carefully.



# **HISTORY GCSE**

**CURRICULUM LEADER**

**MR N ROFF**

**Exam Board: AQA Grade range: 1-9**



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Assessment: 100% written examination – 2 papers each worth 50%, each paper out of 84 marks (including 4 marks for spelling, punctuation and grammar)

## **Paper One: Understanding the modern world**

**Section A: Germany 1890-1945: Democracy and dictatorship** In Section A you will focus on two key developments in Germany's history over a 50 year period.

Candidates focus on Germany in this very interesting and important period of history. The study will include an in-depth analysis of why Germany elected a man like Hitler into power, and the terrible results of Hitler's policies including World War Two and the Holocaust. Pupils will find this study of a country in desperation and the power one man can have over millions, challenging and fascinating.



**Section B: Conflict and tension, 1918-1939** In Section B you will answer questions on a modern wider world depth study. Candidates focus on Europe between the two world wars. They focus on the impact of the First World War in Europe and how and why conflict and tension arose in this period, what the consequences were and the role of the nations and states involved.

## **Paper 2: Shaping the nation**

### **Section A:**

**A thematic study, Britain: health and the people.** This enables students to look at key developments over a long sweep of time. Candidates study how and why medicine has changed from 1000AD to the present day. This will include three themes, disease and infection, surgery and anatomy and public health. Pupils will find this study interesting, varied and quite often gruesome ... why would anyone want to drink dog's blood or amputate a limb in less than 30 seconds?!



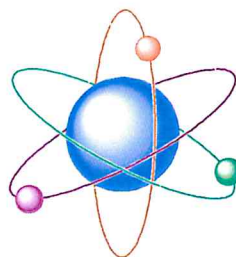
### **Section B:**

**A British depth study, Norman England, 1066–c1100** incorporates the study of an historic environment. Students look at the complexity of British society at a critical time in the country's development and how the historic environment was shaped by that society. Students will study the arrival of the Normans and the establishment of their rule. This topic will address political, military, religious, economic, social, and cultural aspects of this period.

### **Progression:**

People who study History can be found in all walks of life (often at the top of their professions) from the B.B.C. and national newspapers to major industrial and commercial firms. Lawyers, English cricket captains, personnel managers, financiers and Prime Ministers come from history backgrounds and the skills of analysis and evaluation are widely valued.

Revision guide (available from school) My Revision Notes: AQA GCSE (9-1) History



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**Subject: Science (Triple Science Option Route)**

**Edexcel GCSE Biology,  
Edexcel GCSE Chemistry and  
Edexcel GCSE Physics**

**Exam Board: Edexcel (2016 Science)**

**Grade range: 9-1**

**Assessment: Six terminal examinations sat in May/June of Year 11, Biology papers 1 and 2, Chemistry papers 1 and 2, Physics papers 1 and 2, and each examination is out of 100 marks and 1 hour and 45 minutes long and will be worth up to 50% of the overall grades achieved in each subject.**

**Edexcel GCSE Biology, Chemistry and Physics are separate GCSE courses and will result in three GCSE grades, which could be the same if the student is equally strong in all three subjects or could be very different depending on each student's ability in each subject area.**

**Practical skills are tested through questioning within the terminal examinations.**

#### **Course Details:**

Biology 2 examinations each marked out of 100 and each lasting 1 hour 45 minutes

##### **Biology paper 1:**

- Topic 1: Overarching concepts in biology
- Topic 2: Cells and control
- Topic 3: Genetics
- Topic 4: Natural selection and genetic modification
- Topic 5: Health, disease and the development of medicines

##### **Biology paper 2:**

- Topic 1: Overarching concepts in biology
- Topic 6: Plant structures and their functions
- Topic 7: Animal coordination, control and homeostasis
- Topic 8: Exchange and transport in animals
- Topic 9: Ecosystems and material cycles

Chemistry: 2 examinations each marked out of 100 and each lasting 1 hour 45 minutes

##### **Chemistry paper 1:**

- Topic 0: Formulae, equations and hazards
- Topic 1: Overarching concepts in chemistry
- Topic 2: States of matter
- Topic 3: Methods of separating and purifying substances
- Topic 4: Acids
- Topic 5: Obtaining and using metals
- Topic 6: Electrolytic processes
- Topic 7: Reversible reactions and equilibria
- Topic 8: Transition metals, alloys and corrosion
- Topic 9: Quantitative analysis
- Topic 10: Dynamic equilibria and calculations involving volumes of gases
- Topic 11: Chemical cells and fuel cells

## Chemistry paper 2:

- Topic 0: Formulae, equations and hazards
- Topic 1: Overarching concepts in chemistry
- Topic 12: Groups 1, 7 and 0
- Topic 13: Rates of reaction
- Topic 14: Fuels
- Topic 15: Heat energy changes in chemical reactions
- Topic 16: Earth and atmospheric science
- Topic 17: Qualitative analysis: tests for ions
- Topic 18: Hydrocarbons
- Topic 19: Polymers
- Topic 20: Alcohols and carboxylic acids
- Topic 21: Bulk and surface properties of matter including nanoparticles

Physics: 2 examinations each marked out of 100 and each lasting 1 hour 45 minutes

## Physics paper 1:

- Topic 1: Overarching concepts of physics: motion, forces and conservation of energy
- Topic 2: Waves
- Topic 3: Light and the electromagnetic spectrum
- Topic 4: Particle model - 1
- Topic 5: Radioactivity
- Topic 6: Astronomy

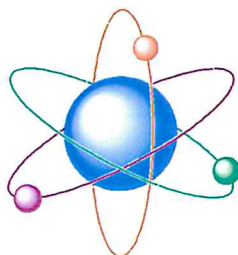
## Physics paper 2:

- Topic 1: Overarching concepts of physics: motion, forces and conservation of energy
- Topic 7: Energy - Forces doing work
- Topic 8: Forces and their effects
- Topic 9: Electricity and circuits
- Topic 10: Static electricity
- Topic 11: Magnetism and the motor effect
- Topic 12: Electromagnetic induction
- Topic 13: Particle model - 2
- Topic 14: Forces and matter



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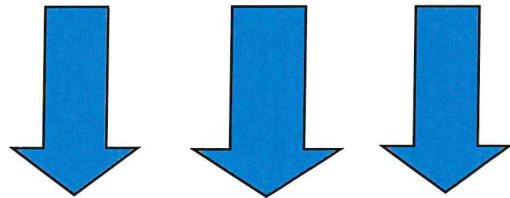
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# OPTION 2

## Choose 3 subjects

(only one from Food/Textiles/RM and you cannot do both GCSE PE and BTEC Sport / ICT and Computer Science )



- Art & Design – GCSE
- Child Development – Level 1 and 2
- Computer Science – GCSE
- Design Technology (Resistant Materials) - GCSE
- Design Technology (Textiles) - GCSE
- Drama - GCSE
- Food Preparation and Nutrition - GCSE
- French - GCSE
- Geography - GCSE
- History - GCSE
- ICT - Level 2
- Music - GCSE
- Philosophy and Ethics (Religious Studies) - GCSE
- Physical Education - GCSE
- Sport - BTEC
- Triple Science - GCSE



# GCSE ART & DESIGN 2019

In the first year pupils follow a series of workshops on a set theme, exploring traditional drawing, unconventional drawing, print making, using inks and paints and alternative photography, studying an artist for each section. These workshops show pupils how to present work at GCSE level and how to improve their confidence. As the year progresses pupils become more independent and make their project more personal, resulting in a final piece. Pupils are encouraged to show their work as it progresses and to mark each other's work to see how to gain marks.



There is more to Art than just drawing...

paints  
collage  
printing  
ceramics  
photography  
sculpture  
textiles etc.



## GCSE AQA

Students submit a single unit of coursework (60%) using the best of Year 10 and first term of Year 11 work the theme set by the teacher. The exam (40%) is a project set by AQA where pupils create a portfolio of work, the final piece being done under exam conditions in the Art Room, and take a timed practical exam (40%). Both are thematic projects that students develop and research independently. They can use various materials and processes and work to their strengths.

### Who should choose Art and Design?

Pupils that; enjoy the subject, are willing to work hard, have enthusiasm for all types of art, are willing to learn from their mistakes and can work independently.



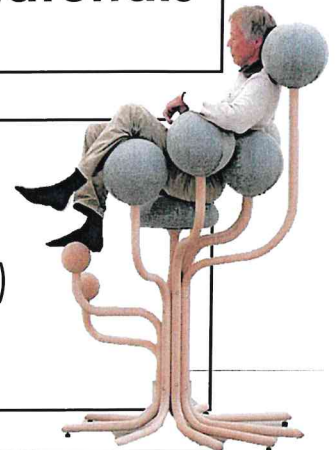
# Design Technology

Specialist Areas: **Textiles** or **Resistant Materials**

**Examining Board:** A.Q.A

**Assessment:** 50% Examination  
50% NEA (Non examined assessment)

**Qualification:** G.C.S.E Grade Range: 9-1



## Course Details:

Pupils will need to choose their chosen specialist area, but will be given some opportunity to work in other material areas across the course.

In both Textiles and Resistant Materials all pupils will study the core principals of Design Technology, as well as more in depth work on their chosen specialist area.

Pupils choosing this course will experience a practical approach to design and innovation in Design Technology; pupils will gain the skills to demonstrate their creativity in designing and making innovative products and prototypes.

- Investigation and market research
- Design specification
- Design and Innovation, designing for specific users.
- Development, modelling and modification
- Planning
- Making/Prototyping
- Testing and further modification
- Evaluation



**Year 10** – 1. Focused Design tasks to build up subject knowledge and skills in Textiles or Resistant Materials.

2. Investigating the core principals of Design and Technology - building knowledge for examination.

**Year 11** – NEA project: Pupils will develop an idea from conception to realisation. This will be chosen from the set contexts from the exam board. Pupils will also be required to produce a supporting design folio.





# GCSE DRAMA

Exam Board: OCR



Grade range: 1-9

Assessment : 60% Controlled assessment  
40% exam

## Coursework Details:

**Coursework I** :      Devised drama      30%

**Coursework II** :      Performance  
                                 showcase              30%

**Examination**              Set text / theatre  
**Project** :                      review                      40%

## Course details:

Students study live theatre production and classic and contemporary plays concentrating on the roles of actors, directors, designers, sound and lighting technicians and costume and prop makers.

They work practically as actors, writers and/or designers on an original piece of theatre written and performed by themselves, they appear in a showcase performance of two scenes from an established play performed to a visiting examiner, and they sit an exam where they write about a set text from a theatrical point of view and write about a live performance that they have seen.

Practical activities are supported by written portfolios in which students explain and illustrate their ideas and contributions.

GCSE Drama is ideal for students who like to combine academic and practical study. Students develop useful transferable skills including critical and creative thinking, teamwork and negotiation, confidence and presentation skills and meeting deadlines.



# Food Preparation & Nutrition

**Examining Board:** A.Q.A

**Assessment:** 50% Non-examination Assessment (NEA):  
20% Food Science Investigation  
30% Practical Investigation  
50% Written Examination

All under regulated conditions



**Qualification:** GCSE Grade Range: 9 - 1

## Course Details:

Pupils choosing this course will experience a practical approach that enables them to design and make food products with creativity and originality in a variety of practical activities, using a range of graphic and modelling materials and new technologies. Pupils will learn about nutrition and its application in the modern world.

- Investigation
- Design and Innovation
- Planning
- Making
- Testing & Modification
- Evaluation



**Year 10** – Focused Design tasks to build up subject knowledge and skills in Food Technology.

All pupils may have the opportunity to gain a Level 1 Food Hygiene certificate.

**Year 11** – Autumn Term: NEA 1 Food Science investigation

Spring Term: NEA 2 Practical task

With both tasks being set under controlled conditions by the examination board.



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## ICT (Cambridge Nationals in Creative iMedia) Level 2 Award / Certificate / Diploma

### Introduction:

This vocationally-related qualification takes an engaging, practical and inspiring approach to learning and assessment. It will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands on approach has strong relevance to the way young people use the technology required in creative media.

### What will it be like?

Two core units will be delivered: **R081: Pre-production skills** (Year 10), and **R082: Creating digital graphics** (Year 10). After this, two optional units will be delivered from a choice of:

- Creating 2D and 3D digital characters
- Storytelling with a comic strip
- Creating a multipage website
- Developing digital games
- Creating a digital animation
- Creating interactive multimedia products
- Creating a digital sound sequence
- Creating a digital video sequence
- Digital photography
- Designing a game concept
- Developing digital games

### Assessment:

The majority of pupils work is assessed in-house and externally moderated and verified. In addition, there will be an externally assessed unit in the form of a written exam. This will count for 25% of the final grade. Three awards are available Award, Certificate (equivalent to a GCSE) and a Diploma.

### Beyond Year 11:

Industry standard software is used throughout, giving a firm base for future development, either in employment or for further study.

**You can opt to take both GCSE Computer Science and Creative iMedia if you wish.**

Full details of the course including the specification and tutor handbook can be found at:

<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-i807-i817/>

Contact: Mr N Turner, Subject Leader of Computing

# MUSIC GCSE

## CURRICULUM LEADER

### MR B CRAIG



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#### WHAT WILL YOUR CHILD BE STUDYING?

- Students will be building on the skills and knowledge they gained during KS3 in composition, individual and group performance, and listening and appraising music.
- The performance component is not under exam conditions and students can have multiple attempts to get the best possible outcome. Both of these performances can be made using music technology as well as live performance.
- The listening exam is the most traditional part of Eduquas' Music GCSE. Students will have to improve their music theory knowledge and learn how to apply it under exam conditions. This isn't as hard as some people think – if you already enjoy listening to and performing music, music theory is just a question of learning the words to describe what you already know.
- The exam has been extended from 2016 and now includes more questions about musical history and genres to go with the technical theory that was already included. Happily, we have been learning about musical history and styles throughout KS3.
- Above all, Music GCSE is an Art award – students should be ready to express themselves artistically.

#### HOW CAN YOU HELP YOUR CHILD?

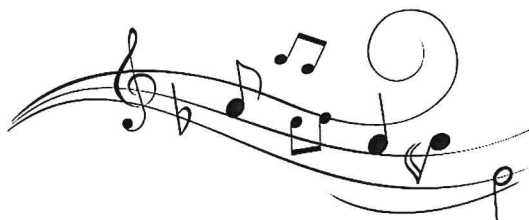
- Encourage them to play an instrument that they enjoy and feel comfortable with. This can include using music technology. There are a number of free music creation websites that students have successfully used for their coursework, including: <https://soundation.com/> and <https://www.audiotool.com/>.
- You should encourage them to listen to music they might not normally listen to. They will have to do more detailed study of two pieces – *Since You've Been Gone* by Rainbow and the third movement of *Eine Kleine Nachtmusik* by Mozart so it may benefit them to be familiar with these pieces. However, recognising the elements of any piece of music you have not heard before is useful – there are lots of different genres but music is all the same when it comes down to the elements.

#### SUPPORTIVE WEBSITES AND RESOURCES

- Music is all over the internet and an exhaustive list of good sites to use would be endless. I use YouTube all the time to stream music I want to listen to and I'm sure you and your children already know all about this site. However, two useful sites for the exam specification are the Eduquas website, which has a variety of different resources, and the BBC Bitesize website:
- [www.bbc.co.uk/schools/gcsebitesize/music](http://www.bbc.co.uk/schools/gcsebitesize/music)
- <http://www.eduqas.co.uk/qualifications/music/gcse/>

#### ASSESSMENT DETAILS

- 60% Coursework: 30% composition and 30% performance. There are two compositions, one to a brief and one free composition. There are two performances, either one solo and one group or two group performances. These are not under exam conditions and we have plenty of time to make sure they are of the best possible standard.
- 40% Understanding Music Listening Examination. This is externally marked – we will be having plenty of practice throughout the two years as it comes right at the end of the course.





# GCSE PE

## EXAM BOARD: AQA



**Grade range: 9 - 1**

**Assessment :**        **60% Terminal Examination – Two 1hour 15minute written papers**  
                              **40% Practical Coursework**

**Practical Coursework Details (40% of final grade):**  
**PRACTICAL – 1 hour a fortnight of designated GCSE practical lessons**

### Non examination assessment

Pupils will be assessed on their practical performance in three different physical activities. One must be a team activity and one must be an individual activity, the third can be either a team or in an individual activity.

To add to this, pupils will be required to carry out an analysis and evaluation of performance task to bring about improvement in one activity.

Activities that pupils can be assessed in include:

Football, badminton, basketball, cricket, dance, handball, hockey, lacrosse, netball, rowing, rugby, squash, table tennis, volleyball, boxing, athletics, canoeing, cycling (track/road), diving, golf, gymnastics, equestrian, rock climbing, skiing, snowboarding, swimming, tennis and trampolining.

**Deadline : Feb. Year 11**

**Theory Course details (60% of final grade):**

**THEORY – 2 hours of designated theory lessons per week.**

Content:

There are 7 areas to the GCSE PE course:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical Training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Assessment:

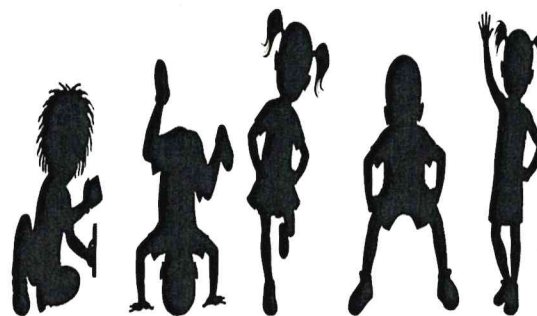
- Multiple choice questions
- Short answer examination questions
- Extended answer examination questions

# CAMBRIDGE NATIONALS CHILD DEVELOPMENT LEVEL 1 & 2 CERTIFICATE Exam board OCR



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**Grade range:** Level 2 Distinction\* - Pass  
Level 1 Distinction - Pass  
Equivalent to 1 GCSE

**Assessment:** 50% R018: External Written Exam Paper  
25% R019: Research Study  
25% R020: Research Study

## What will your child be studying over the next two years?

Year 10:

The course will begin with R019 which is the research study worth 25%. Within this unit students will develop their knowledge and understanding of both the equipment and nutritional requirements of 0 – 5 year olds.

In addition, we will begin our preparation for the external examination which will take place in January 2021.

Year 11:

Final preparations for the external examination (50%)

Completion of R020 which is the final research task based on children's development between 0 – 5 years.

### R018:

Learners will cover a range of topics including reproduction, parental responsibility, antenatal care, birth, postnatal checks, care and conditions for development, childhood illnesses and child safety.

### R019:

Learners will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.

### R020:

Learners will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development.



# **BTEC Level 2 First Award in Sport Exam Board: Edexcel**



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**Grade range:** Level 2 Distinction\* - Level 1 Pass

**Assessment :** 1 x External Assessment (Onscreen Test)  
3 x Coursework Units

## **What is a BTEC First Award?**

This is a work related course that is studied by completing assignments and mini projects based on work place related situations, activities and demands.

BTEC courses have undergone changes recently and are recognised as a GCSE equivalent qualification by colleges and employers. BTEC offers an alternative way of learning and assessment to traditional GCSE's.

## **Useful study advice:**

- Keep accurate notes from class work. Ensure they are well presented. This will be valuable when writing the assignments.
- Be familiar with a range of ICT software packages as you will be able to use these to create assignments and research information
- Be organised. Ensure you meet all of the assignment deadlines.
- During unit 6 you will be working with younger students. Take as many opportunities as possible to engage in coaching, leading and officiating in a range of sports

# **BTEC**

## **Level 2 First Award**

### **in Sport**

#### **Exam Board: Edexcel**



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### **Course Content**

This one GCSE equivalent course is made up of 4 units:

#### **UNIT 1: FITNESS FOR SPORT & EXERCISE**

Fitness Components

- Importance of Fitness Components in Sport
- Exercise Intensity
- Principles of Training
- Training Methods
- Fitness Testing

*This unit is assessed through an online one hour external test. You may repeat this test if you do not achieve the grade you wish to achieve.*

#### **UNIT 2: PRACTICAL PERFORMANCE IN SPORT**

- Perform Skills, Techniques and Tactics
- Rules, Regulations and Scoring Systems
- Roles and Responsibilities of Officials
- Review and Analyse Sports Performance

*This unit is assessed through internally graded assignments and mini projects. If you do not achieve the desired grade on first submission, you may resubmit the work on one more occasion.*

#### **UNIT 3: APPLYING THE PRINCIPLES OF PERSONAL TRAINING**

- Principles of Training Programme Design
- Personal Training Programme
- Review and Analyse of Training Programme

*This unit is assessed through internally graded assignments and mini projects. If you do not achieve the desired grade on first submission, you may resubmit the work on one more occasion.*

#### **UNIT 6: LEADING SPORTS ACTIVITIES**

- Skills, Qualities and Responsibilities of Sports Leadership
- Planning and Leading an Activity Session
- Reviewing Planning and Leadership

*This unit is assessed through internally graded assignments and mini projects. If you do not achieve the desired grade on first submission, you may resubmit the work on one more occasion.*



## Religious Studies GCSE

### Exam board: WJEC Eduqas

*The course involves the study of 4 Philosophy and Ethics topics:*

**Relationships**- this includes the ethics of sexual relationships, marriage and divorce. It looks at issues such as inequality in relationships between men and women. It looks at the importance of family, and the ways in which families have changed in the 21<sup>st</sup> century.

**Life and Death**- this topic looks at different beliefs about the origins of life, from both scientific and religious perspectives. It considers the value of human life, and the ethics of abortion and euthanasia. It considers different beliefs about life after death.

**Good and Evil**- this topic looks at ways in which we understand good and evil. It considers the nature of sin, conscience and morality. It considers beliefs about crime and the punishment of criminals. It involves a discussion of the ethics of the death penalty.

**Human Rights**-This topic looks at attitudes towards the dignity of human life. It considers the conflict between secular law and religious law. It discusses issues of prejudice and discrimination. It considers the ethics of wealth and poverty.

These topics are assessed in **one 2 hour exam** at the end of Year 11.

The second part of the course involves a study of the key beliefs, teachings and celebrations of Christianity. This is examined in a **1 hour exam** at the end of Year 11.

The third part of the course involves the study of one other religion. We can choose between Buddhism, Islam or Judaism. We study the key beliefs and practices of this religion. It is examined in a **1 hour exam** at the end of Year 11.

### Reasons for choosing Religious Studies

**You should opt for this subject if:**

- You are interested in ideas and beliefs
- You enjoy discussion and debate
- You would like to have a wider understanding of ethics, and the ways in which people make moral decisions
- You are interested in other cultures and religions

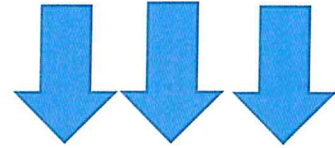


# Choose four subjects

Choose 1 subject



Choose 3 Subjects



Computer Science - GCSE  
French - GCSE  
Geography - GCSE  
History - GCSE  
Triple Science - GCSE

Art & Design – GCSE  
Child Development – Level 1 and 2  
Computer Science – GCSE  
Design Technology (Resistant Materials) - GCSE  
Design Technology (Textiles) - GCSE  
Drama - GCSE  
Food Preparation and Nutrition - GCSE  
French - GCSE  
Geography - GCSE  
History - GCSE  
ICT - Level 2  
Music - GCSE  
Philosophy and Ethics (Religious Studies) - GCSE  
Physical Education - GCSE  
Sport - BTEC  
Triple Science - GCSE

PLEASE COMPLETE THE FORM BELOW AND RETURN EITHER AS SOON AS YOU HAVE MADE YOUR CHOICES OR AT YEAR 9 PARENTS' EVENING : 6<sup>th</sup> FEBRUARY 2020 AT THE LATEST

NAME:	FORM:
-------	-------

1. ....

3. ....

2. ....

4. ....

RESERVE ..... (must be made otherwise form will be returned)